DOCUMENT RESUME

ED 154 863 JC 780 270

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TITLE Establishing Community College Goals.
PUB DATE May 78
NOTE 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (18th, Houston, Texas, May 21-25, 1978). Appendices may reproduce poorly due to small size of type

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; Decision Making; Educational Objectives; Educational Planning; *Junior Colleges; Management by Objectives; Management Systems; *Measurement Techniques; Models; *Objectives; Organizational Development; *Participation; *Policy Formation
IDENTIFIERS *Delta State College MI; Institutional Goals Inventory; Student Reactions to College

ABSTRACT

In 1975, Delta College began a project to prepare a set of institutional goals and a mission statement for consideration and adoption by the college Senate and Board of Trustees, and to identify those goals that should take priority over the following five years. All areas of the college were represented on the goal development committee, and to insure maximum community and college input, a number of input sources were used: the Institutional Goals Inventory, a Residents Learning Interests Survey, the Student Reactions to College instrument, and the college's North Central Accreditation Report. The actual goal writing process went through three stages during which 19 major and 110 supporting goal statements were composed and evaluated. After the mission and major goal statements were revised, approved, and adopted in June 1976, the college develcped a set of first-year developmental objectives to serve as an initial dry-run for a total management by objectives system. The approach proved less productive than anticipated; the major goal statements were too broad to function as criteria for selecting the developmental objectives. In February 1977, a matrix of critical numerical indicators was substituted for routine objective writing, and a multiple-scenario approach to identify alternatives was begun. It is anticipated the new approach will overcome the problems encountered in the first year. (TR)

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# Establishing Community College Goals

Presented at

Annual Forum

The Association for Institutional Research

May 1978

by

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JC 780 270

# ESTABLISHING COMMUNITY COLLEGE GOALS

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During the past decade community colleges have substantially broadened their service populations and increased the scope of the services they offer, until now they play a role different than the traditional "junior college." Along with this redefining of the role of the community college has come the question "what should be the goals of the college?" Recognizing that community colleges cannot realistically be all things to all people, it becomes necessary to establish agreed upon goals for the institution and priorities for achieving these goals.

When Delta opened in 1961 no formal mission or goal statements were available. Its mission was perceived differently by various groups within the communities. However in 1963, two years after Delta opened, a mission statement and six goals were adopted and published in the college catalog. The statements were not specific and could have been adopted by any comprehensive community college. Appendix I illustrates the major steps in the development of the current goals.

By 1966 many of the problems encountered by a new institution seemed to have been solved. Administration, faculty, and support staff were settling into the routine of providing quality education for a small segment of the tri-county population. Was Delta fulfilling its mission? Delta's president, Donald J. Carlyon, gave the faculty, administration, and staff a challenge. What should Delta's role be? What new direction was needed? The summer project of 1976, Survey of Educational Environments, was undertaken. As a result of the study, 143 recommendations classified as immediate, intermediate, and long range were made. In addition, a charter of commitments, which was to become the informal goals of the college, was formulated.

In 1967 when the self-study report for North Central accreditation was completed, the impact of the summer project was reflected throughout the entire document. One major goal adopted at that time was to attain a 50%-50% division between occupational and transfer students as compared to the 30%-70% division existing at that time. That goal was attained in 1972.

In 1972 the mission of the college was again challenged when its second self-study was undertaken. The existing goals of the college were reaffirmed.

With the preparation of the AIDP (Advanced Institutional Development Program) Final Plan in 1974, attention was once again focused on the institutional goals and objectives. Could these broad statements that reflected the goals of the college be changed into a more manageable and measurable set of statements?

In 1975, Delta College embarked on a project to establish institutional goals which would provide direction for the further development of the college. The specific objectives were to: (1) prepare a set of institutional goals and a mission statement for consideration and adoption by the Delta Senate and Board of Trustees, and (2) identify those goals that should be given priority during the next 2-5 years.

Since the goals were to be institutional in nature, it was necessary to have representation from all areas of the college on the committee charged with developing the goals. It is important to note that the committee was requested to concentrate on goals and not objectives. A glossary of terms which distinguishes the difference between major goals, supportive goals, and objectives is provided in Appendix II. The rationale was that once goals had been stated and given priorities, various units of the college would be in a better position to determine the most effective objectives in progressing towards the accomplishment of the goals.

In order to insure maximum community and college input into the process, a number of sources of input were used. The major ones were as follows:

The Institutional Goals Inventory
Residents Learning Interests Survey
Student Reactions to College
North Central Accreditation Report

The Institutional Goals Inventory of Educational Testing Services is designed to determine perceptions of the current importance placed on various broad goal areas of the college, and further, what importance should be placed on these goal areas. All members of the full-time faculty, administation and Board of Trustees were asked to complete questionnaires. Part-time faculty, on-campus academic students, area center students and community education students were sampled for input.

The Residents Learning Interests Survey had two major parts: (1) a survey of 1500 college community households, and (2) a survey of Delta students. The questionnaire was designed to find out what people want to learn, how they want to learn it, when and where it would be most convenient to learn it, and what obstacles to learning they have encountered. Responses were received from approximately 60% of the households with a total of more than 1600 individual responses. A slightly altered form of the same questionnaire was administered to a 10% sample of the current students.

The Student Reactions to College (SRC) Project by Educational Testing Service was designed to determine students reactions to their college experiences, as well as determine what they would like from the college. The SRC was administered to a 10% sample of the on and off campus students.

In addition to these sources, the committee considered input from college advisory committees and other sources of community input.

The actual process of writing the goals went through three stages.

I. The committee was provided the information already described in this report. A subcommittee was assigned the task of developing a new mission statement. Four subcommittees were assigned specific goal areas from the Institutional Goals Inventory from which to consider, in terms of the college's needs and situation, specific goals for Delta.

II. A series of workshop sessions were held by the subcommittees over the next three months. At the completion of these the first draft of the goals statements was completed. Four prominent resources on campus were asked to evaluate the first draft: The Student-Senate Liaison Committee, the Teaching-Faculty Executive Committee, the Administrative Council and the Academic Council. Each group was asked to determine if the suggested goals were appropriate for Delta College. In addition each member of the reviewing groups was asked to look for areas that were important to the development of Delta College that were not reflected in the suggested goal statements.

III. The Goals Committee evaluated the recommendations for the four groups that reviewed the suggested goals and a final draft of the goals was developed. A total of 19 Major Goals and 110 Supporting Goal Statements were developed. The major goals and the supporting goals are provided in Appendix III. Supporting goals were used to show the intent and scope of the major-goal. These were then sent to all Senate Assembly Members (full-time faculty, administration and support staff) for their reactions. A questionnaire was developed and piloted on the goals committee. Senate Assembly members were asked to rate (1) how important each major goal and supporting goal is to Delta College, and (2) what priority, as compared with what it is receiving now, should be placed on each supporting goal over the next one to five years. Fifty two percent of the Assembly members completed the questionnaire.

The range of possible scores for the 19 major goals was 1-5. A mean score of 1.00 would indicate that the goal is not an appropriate one, 3.00 of average importance, and 5.00 would indicate the goal is very important to Delta College. The range for the means of the major goal statements was from a low of 3.50 to a high of 4.51. Thus all the major goal statements received a mean rating indicating higher than average importance.

The same scale used for the major goals was also used for the supporting goals and should be interpreted the same way. The range of mean ratings for the supporting goals was from a low of 2.75 to a high of 4.48. This indicates that the respondents as a group felt all the supporting goals were appropriate. The supporting goals ranged from slightly less than average importance to very high importance.

Supporting goals were also rated as to the priority they should receive. A mean of 1.00 would indicate a much lower priority should be given than what is currently received, 3.00 about the same priority, and 5.00 would indicate a much higher priority should be allocated to that particular goal. The supporting goals received mean priority ratings from a low of 2.82 to a high of 4.07. This indicates that the respondents felt even the lowest priority supporting goals should receive approximately the same priority they were currently receiving, while some of the supporting goals should receive a somewhat higher priority than they were currently receiving.

The supporting goals that received at least a 4.00 mean importance and a 3.75 mean priority were singled out as a group which should receive additional attention in the next five years. Twenty-two supporting goals met this criteria.

After the College Goals Committee presented their results, the College Senate approved the Mission Statement and major goal statements and recommended that they be transmitted to the Board of Trustees for approval. The Board of Trustees then approved the statements. As a result of the trustees' action, the statements are now used in the College Catalog and other official college publications. Inclusion of the new Mission Statement and Goals strengthen the philosophical foundations of the college and more clearly represent the intent of Delta College.

In the ratings of the Major Goals Statements, it is apparent that all of the goals were considered to be of above average importance, as the lowest rating received was 3.50. The relatively high rating for the lowest ranked goal may be due to the method used in developing the Goal Statements. The process which incorporated the thinking of many different groups, both on and off campus, tended to eliminate Goal Statements which would probably have received low ratings.

Specific recommendations for the utilization of the results of the project were:

1. The Major Goal Statements and Mission Statement should be used both in further defining the role of Delta College and in the allocation of its resources.

2. Specific measurable objectives should be developed from the Supporting Goal Statements. Since it would be impossible during the next fiscal year to effectively work with all 110 statements, it is suggested that the statements ranked in the upper quartile would be given primary emphasis in the development of objectives.

3. During June of 1977 a follow-up study should be conducted by the Senate to determine the progress of recommendation 2. A report indicating the progress of the recommendation should then be submitted through the Senate to the President of the College.

4. A Senate committee should be appointed by June of 1979 to review and revise the Mission Statement, Major Goal Statements,and Supporting Goal Statements. While it may not be necessary to change the Major Goal Statements and the Mission Statement, it is anticipated that the Supporting Goal Statements or the priorities for Delta College will change. New dimensions of the college and the progress made in achieving the objectives, based upon the Supporting Goal Statements, will be reflected in the changes made in the Supporting Goal Statements.

5. In developing and evaluating future goals, input should be received from members of the Assembly, the community,and Delta College students. A continued effort should be made to have both student and community representation on the Goals Committee. The evaluation of the goals developed by the committee should also involve these two groups as well as the members of the Assembly.

The Mission Statement, the Major Goal Statements, and the Supporting Goal Statements are the cornerstone of the total management by objectives system currently being implemented by Delta College. The MBO system will incorporate a number of activities, including not only processes for setting, revising, and evaluating attainment of objectives and regular review of goals, but also supporting activities such as a comprehensive management information system based on the NCHEMS (National Center for Higher Education Management Systems) Costing and Data Management System, a comprehensive staff development program, and a direct relationship with the college budgeting system.

Immediately after adoption of the revised mission and goals in June, 1976 the college developed a set of college-wide developmental objectives which were intended to serve as an initial "dry run" of the MBO approach. Only developmental objectives were written for this first year. It was believed that since the routine objectives normally require 70 to 80% of the total resources of the college while developmental or new objectives represent 30 to 20%, it would be less diffficult to tackle developmental objectives first. This approach proved to be less productive than anticipated. When recommendations for one-year developmental objectives were solicited by the President of the college, the goal statements proved to be too broad to function as criteria for rejecting objectives. As a result too many objectives were adopted. Although the objectives were prioritized, follow-up and achievement of each objective was not necessarily related to the priority the objective was assigned.

Once the developmental objectives were adopted, ranked in priority, and assigned to specific departments for implementation, a valuable exchange between departments took place in a workshop established to write departmental objectives and to identify how the college objectives would be achieved. As staffs of the various departments worked on their own objectives at separate tables in the same room during the workshop, a spontaneous exchange of objectives took place between departments. People became aware of how their own objectives affected another department. Departments also became aware of how they were dependent on other departments for the achievement of their objectives. This exchange has continued during fiscal 1976-77 as the MBO Steering Committee worked with an external consultant to produce a Delta MBO Model and Manual.

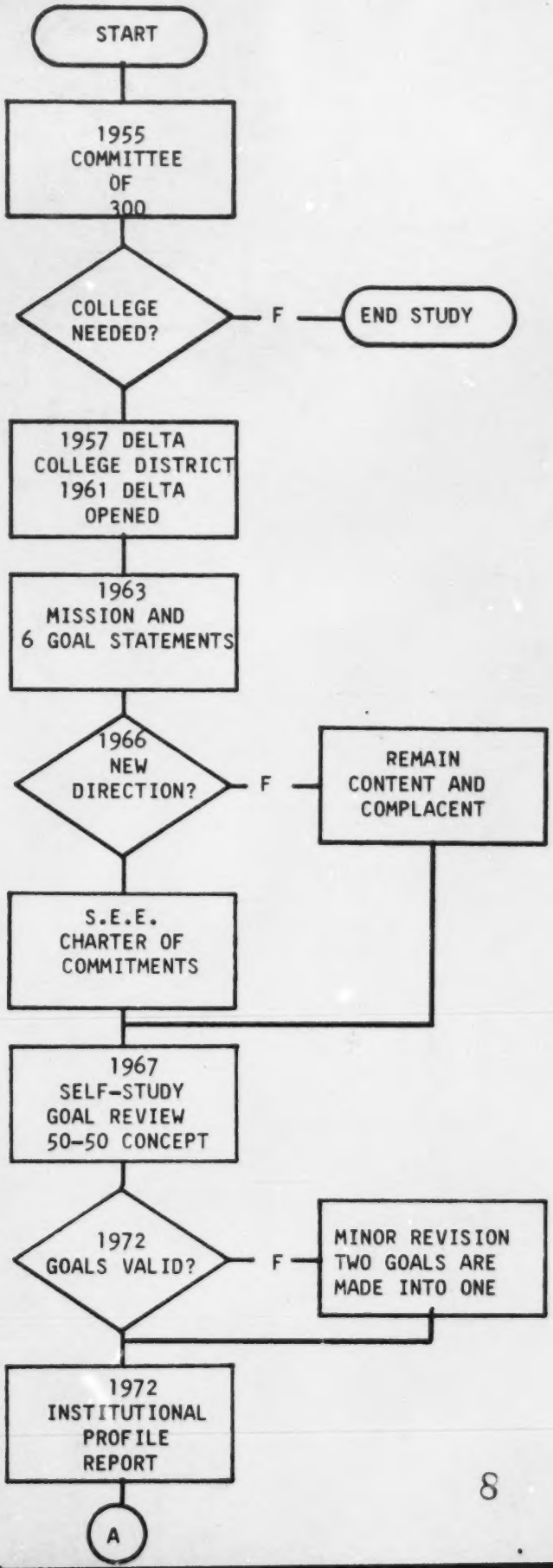
One of the innovative aspects of the model adopted in February, 1977 was that a matrix of critical numerical indicators was substituted for the writing of routine objectives for the college. The Steering Committee has now determined which indicators should be part of the matrix, has defined the indicators, and has developed three years' historical data for each as a basis for projections. The committee then used a multiple-scenario approach to identify several probable alternative futures for the college, and has now agreed to future enrollment objectives and on several key supporting objectives within the matrix.

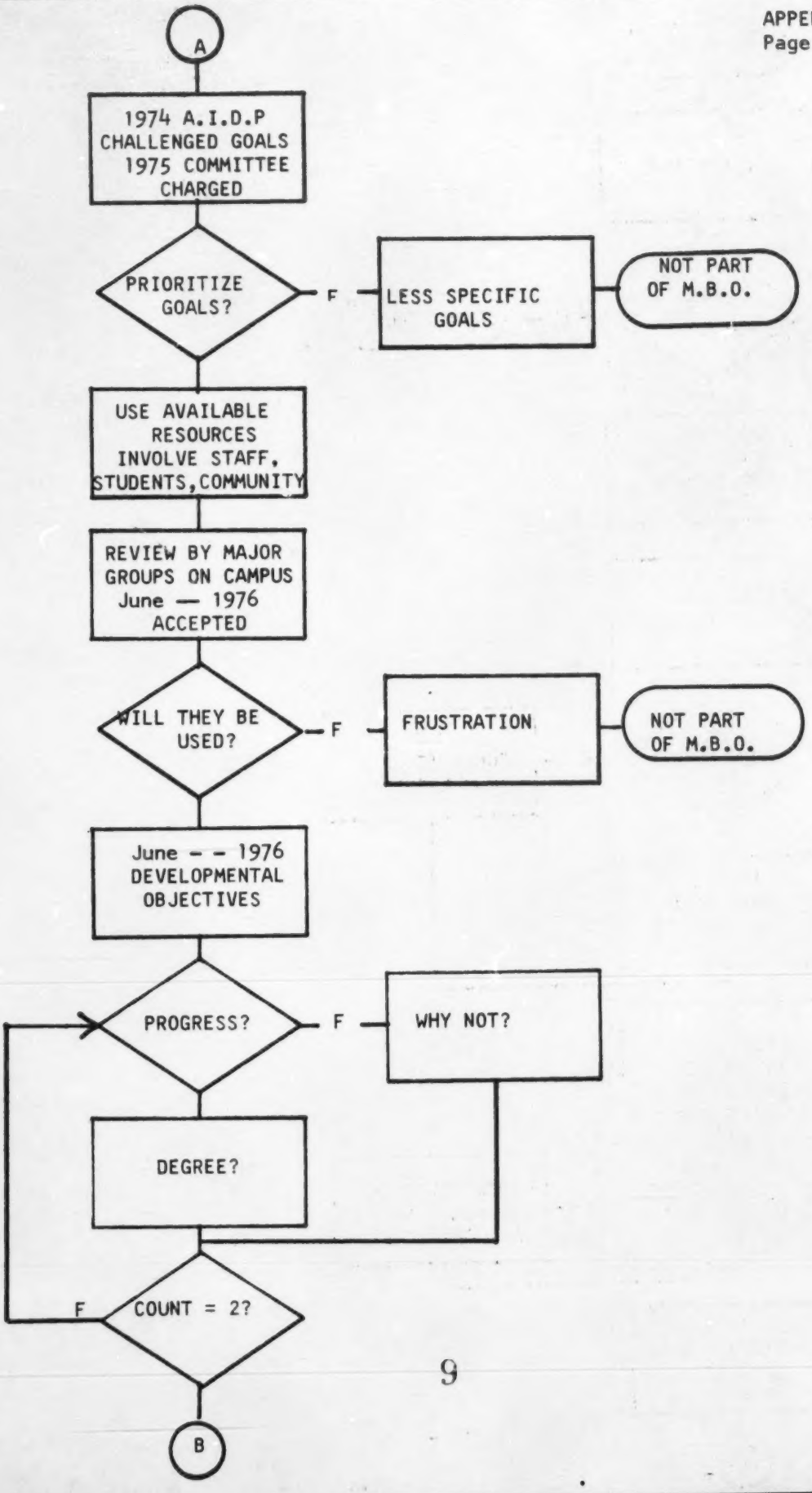
The next step will be to develop strategies for meeting those objectives. It is anticipated that this approach will overcome the problems encountered the first year, when too many developmental objectives were adopted to be accomplished in one year. Once several key numerical indicators of where the college wishes to be in the future are identified and agreed upon, these become the criteria for determining which objectives can be undertaken. If resources are limited this part of the process becomes critical. The foregoing is a brief description of the processes Delta is using to work toward the goals identified. We have chosen the Management by Objectives approach, and are developing an MBO model unique to Delta College.

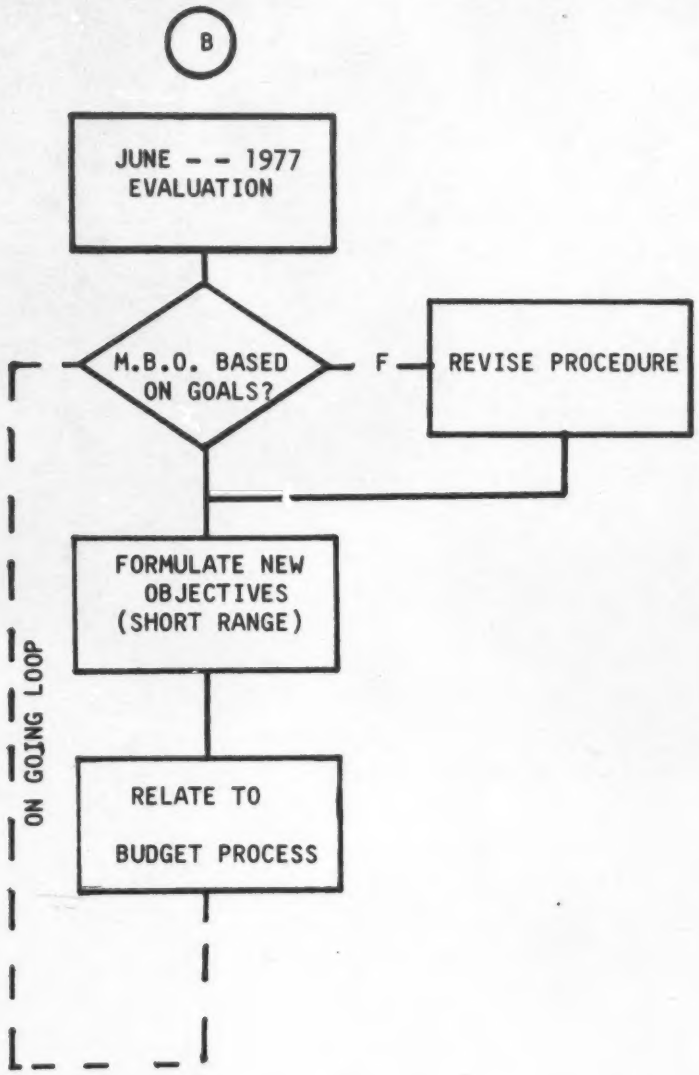
Once goals have been defined, each college will have its own approach to meeting them. Clearly, MBO is not the only method, but a description of Delta's implementation processes may be useful to others working to define and achieve goals.

APPENDIX I

GOAL DEVELOPMENT
AT DELTA COLLEGE




A
1974 A.I.D.P CHALLENGED GOALS 1975 COMMITTEE CHARGED
PRIORITIZE GOALS?
F
LESS SPECIFIC GOALS
NOT PART OF M.B.O.
USE AVAILABLE RESOURCES INVOLVE STAFF, STUDENTS, COMMUNITY
REVIEW BY MAJOR GROUPS ON CAMPUS June — 1976 ACCEPTED
WILL THEY BE USED?
F
FRUSTRATION
NOT PART OF M.B.O.
June - - 1976 DEVELOPMENTAL OBJECTIVES
PROGRESS?
F
WHY NOT?
DEGREE?
F
COUNT = 2?
B


B
JUNE - - 1977
EVALUATION
M.B.O. BASED
ON GOALS?
F
REVISE PROCEDURE
FORMULATE NEW
OBJECTIVES
(SHORT RANGE)
RELATE TO
BUDGET PROCESS
ON GOING LOOP

## Glossary of Terms

A problem that often arises in the goal-objective setting process is a misunderstanding of terms among the people involved in the process. A lack of generally accepted definitions precludes agreement among all educators and increases the importance of understanding and agreement among individuals at a given institution. The following terms are explained in an attempt to create a common base of understanding at Delta College.

MISSION STATEMENT: A broad general statement, usually no more than a few paragraphs long, which sets forth the major focus of an organization and summarizes the basic purposes for which an institution exists.

MAJOR GOAL: Derives from the basic mission statement of an institution and is a statement of a single purpose which is a hoped-for accomplishment. A goal is broad and somewhat idealistic and usually is not quantifiable.

EXAMPLE: Delta College shall provide the opportunity for life-long learning to all community residents.

SUPPORTING GOAL: Derives from a major goal and provides a sharper focus on purposes which are believed to be important to the accomplishment of that major goal. Supporting goals are still somewhat idealistic and usually not quantifiable.

EXAMPLE: Delta College shall provide the opportunity for the learner to continue his education at his own pace and convenience. (This is one method of providing more opportunities for life-long learning.)

OBJECTIVE: A specific measurable attainment or outcome which will make progress toward the accomplishment of a goal. An objective should include what is to be achieved, a date for completion, and how the achievement is to be measured.

EXAMPLES: (All examples relate to the above supporting goal.)

1. At least six additional courses which can be taken on an individualized basis off-campus will be prepared by June 30, 1976.

2. Four in-service programs for faculty on methods of individualizing learning will be held during the 1976-77 fiscal year. The average attendance will be at least 25 faculty per session.

3. The percentage of students aged 55 or over will increase from the 1 percent during 1973-74 to at least 5 percent during 1978-79.

## Appendix III--Major and Supporting Goals

Appendix III contains the Major Goals, Supporting Goals and average Importance and average Priority rating for each. The 19 Major Goals are in all capitals preceded by Roman Numerals. Under each Major Goal are the Supporting Goal statements, which further define the Major Goals. The average Importance assigned to Major and Supporting Goals (on a 1-5 scale, with 5 higher) is listed at the right of each goal. The average Priority assigned to each Supporting Goal is also listed the right of the average Importance, again on a 1-5 point scale.

To the left of goal statements are the rankings of the top 22 Supporting Goals in Importance and Priority. Each of these had at least a 4.00 average Importance and a 3.75 average Priority, indicating they were perceived as being of high importance and needing a higher priority than they were currently receiving.

| Top 22 Supporting Goals in Importance and Priority * | | Average Importance | Average Priority |
|---|---|---|---|
| | I. PROVIDE EQUAL OPPORTUNITY THROUGH ITS EMPLOYMENT PRACTICES, EDUCATIONAL PROGRAMS, AND THROUGH THE MANY SERVICES IT PROVIDES TO THE COMMUNITY. THE COLLEGE WILL MAKE ALL PERSONNEL DECISIONS, OFFER PROGRAMS THAT WILL FOSTER EDUCATIONAL OPPORTUNITIES, AND MAINTAIN A PROGRAM OF SERVICES DESIGNED TO SERVE THE TOTAL COMMUNITY WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, AGE, NATIONAL ORIGIN, OR PHYSICAL HANDICAPS. | 4.51 | |
| 3 | 1. Provide opportunities that ensure graduates of various degree programs competence in reading, writing, and mathematics which is appropriate to their field of study. | 4.48 | 4.01 |
| 16 | 2. Provide needed services for identification and remediation of students with learning problems. | 4.16 | 3.81 |
| | 3. Ensure unbiased guidelines for entry into any specific program. | 4.05 | 3.36 |
| | 4. Maintain open admission to the Institution. | 4.00 | 2.94 |
| | 5. Provide faciltities, services, and special programs which make attendance possible for physically handicapped individuals. | 3.90 | 3.74 |
| | 6. Provide programs of interest and benefit to the older learner. | 3.83 | 3.66 |
| | 7. Provide assistance in the development of programs to meet the particular educational needs of community groups. | 3.76 | 3.36 |
| | 8. Provide learners who have historically been denied access to higher education an opportunity for experiences relating to their changing interests and needs. | 3.70 | 3.33 |
| | 9. Provide assistance for financial aid to students with demonstrated need. | 3.70 | 3.14 |
| | 10. Provide women educational experiences reflecting their concerns. | 3.19 | 3.03 |
| | 11. Assist international students in their academic pursuits and their understanding of the "American Way of Life." | 3.15 | 3.15 |
| 12 | 12. Provide all ethnic groups with the opportunity for cultural expression. | 3.07 | 2.82 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| II. | DEVELOP AND MAINTAIN SERVICES AND PROGRAMS TO ASSIST ITS CONSTITUENTS IN THEIR CAREER PREPARATION AND DEVELOPMENT. | 4.44 | |
| 18 | 1. Provide career counseling. | 4.19 | 3.78 |
| 21 | 2. Offer career programs designed to prepare students for potential employment immediately upon their completion. | 4.17 | 3.77 |
| | 3. Offer career programs designed to prepare students for transfer to the baccalaureate institutions of their choice. | 4.11 | 3.46 |
| | 4. Provide Career Placement Services. | 3.98 | 3.60 |
| | 5. Provide opportunities for the development of individual skills necessary for career decision-making and planning. | 3.95 | 3.69 |
| | 6. Provide opportunities for career exploration. | 3.80 | 3.67 |
| III. | CREATE A LEARNING ENVIRONMENT WHICH WILL DEVELOP THE STUDENT'S ABILITY TO SYNTHESIZE KNOWLEDGE, USE PROBLEM SOLVING TECHNIQUES, AND ACQUIRE THE CAPACITY FOR SELF-DIRECTED LEARNING. | 4.42 | |
| 12 | 1. Provide assistance in the development of learning skills. | 4.22 | 3.87 |
| | 2. Provide orientation, in-service training, and appropriate incentives which will enhance learning for students, administration, faculty, staff, and trustees. | 3.89 | 3.83 |
| IV. | CREATE AND MAINTAIN AN ATMOSPHERE THAT ENCOURAGES WORKING TOWARDS THE COLLEGE'S GOALS AND FOSTERS OPEN COMMUNICATION BETWEEN STUDENTS, FACULTY, ADMINISTRATION, STAFF, AND BOARD OF TRUSTEES. | 4.42 | |
| | 1. Provide for representative participation in the decision-making process. | 4.08 | 3.61 |
| 15 | 2. Disseminate information about ALL policies and procedures. | 4.07 | 3.83 |
| | 3. Maintain open Board and Senate meetings. | 4.01 | 3.50 |
| | 4. Recognize achievement in promoting the welfare of the College. | 3.72 | 3.69 |
| | 5. Encourage a viable student government and meaningful student activities. | 3.59 | 3.63 |
| | 6. Achieve student voting membership in the College Senate and on the standing senate committees. | 2.82 | 3.19 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| | V. RESPOND TO TECHNOLOGICAL, ECONOMIC, AND SOCIAL CHANGES IN ORDER TO DEVELOP MEANINGFUL CURRICULA WHICH MEET THE CHANGING NEEDS OF THE POPULATION. | 4.35 | |
| 4 | 1. Correlate the development of new program offerings with the local job market. | 4.16 | 4.00 |
| 13 | 2. Support research activities to determine what programs and/or courses should be modified, dropped, or added. | 4.04 | 3.84 |
| | 3. Respond to the requests of individuals, community groups, or local businesses for workshops, seminars, courses, and other programs of study. | 4.01 | 3.63 |
| | 4. Provide leadership with business and industry by initiating communication which will interpret Delta's services and goals. | 3.92 | 3.78 |
| | 5. Work with organizations, individuals, and representatives from diverse segments of the community in the development of meaningful educational activities. | 3.86 | 3.57 |
| | VI. PROVIDE THE OPPORTUNITY FOR LIFE-LONG LEARNING TO ALL COMMUNITY RESIDENTS. | 4.33 | |
| 7 | 1. Provide programs designed for job upgrading, in-service training, and the retraining of individuals who are either unemployed or underemployed. | 4.04 | 3.95 |
| 1 | 2. Involve the businesses, industries, and institutions of the community as active participants in providing learning experiences. | 4.01 | 4.07 |
| | 3. Provide flexibility in the learning structure to broaden the scope of experiences available to the elderly, handicapped, institutionalized, and other "non-traditional" students. | 3.82 | 3.77 |
| | 4. Provide opportunities for the learner to continue his education at his own pace and convenience. | 3.79 | 3.69 |
| | 5. Act as a resource of specialized services needed by the community such as conference development, planetarium shows, speaker's bureau, and educational television. | 3.51 | 3.31 |
| | 6. Provide leadership in seeking funds for special projects which will facilitate an improved social, economic, and cultural growth of the community. | 3.42 | 3.33 |
| | 7. Provide the opportunity for volunteer work at the local community level. | 3.28 | 3.28 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| VI. | Continued | | |
| 8. | Seek to make individuals aware of local humanistic needs and social issues. | 3.20 | 3.22 |
| 9. | Serve as a center in the community for the sharing of the cultural heritage of various community groups. | 3.16 | 3.17 |
| 10. | Provide opportunities for individuals to demonstrate their concern for people. | 3.12 | 3.19 |
| VII. | BE COMMITTED TO A MULTI-FACET APPROACH TO LEARNING AND TO USING TEACHING METHODS DESIGNED TO STIMULATE AND INCREASE STUDENT LEARNING. | 4.30 | |
| 2 1. | Provide opportunities for faculty to improve teaching methods. | 4.31 | 4.04 |
| 19 2. | Support individual efforts which result in the development of learning materials. | 4.08 | 3.78 |
| 17 3. | Support projects designed to investigate new learning methods. | 4.00 | 3.81 |
| 4. | Support technologies designed to provide additional learning experiences. | 3.90 | 3.61 |
| 5. | Support research designed to test the effectiveness of both new and old teaching methods. | 3.82 | 3.75 |
| VIII. | ENCOURAGE AND ASSIST STUDENTS, FACULTY, STAFF, AND ADMINISTRATION IN THE DEVELOPMENT OF CREATIVE IDEAS. | 4.26 | |
| 8 1. | Remove barriers which stifle the development of creative ideas. | 4.15 | 3.95 |
| 10 2. | Provide assistance in transforming ideas into action. | 4.10 | 3.89 |
| 21 3. | Encourage all members of the Delta Community to discuss, develop, and pursue new and creative ideas. | 4.03 | 3.78 |
| 4. | Provide recognition for the development of creative ideas. | 3.84 | 3.72 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| IX. | ASSESS THE EFFECTIVENESS OF THE LEARNING EXPERIENCE. | 4.23 | |
| | 1. Use evaluation tools which objectively measure the achievement of knowledge and skills. | 3.90 | 3.73 |
| | 2. Utilize techniques which identify and assess the achievement of the learner's goals. | 3.82 | 3.69 |
| | 3. Design and implement techniques which measure affective changes induced by learning experiences. | 3.73 | 3.74 |
| X. | PROVIDE PROGRAMS WHICH PREPARE STUDENTS FOR ADVANCED STUDY AND PROMOTE HIGH SCHOLARLY STANDARDS. | 4.13 | |
| 22 | 1. Encourage articulation between Delta and the four-year transfer institutions. | 4.34 | 3.75 |
| 6 | 2. Encourage continuous development of both teaching skills and mastery of subject matter. | 4.34 | 3.96 |
| | 3. Maintain and develop curricula which facilitate admission to four-year institutions. | 4.19 | 3.57 |
| | 4. Continue implementation of the MACRAO agreement to ensure transferability of credits. | 4.15 | 3.63 |
| 11 | 5. Provide high-achieving students with additional learning opportunities. | 4.08 | 3.88 |
| | 6. Ensure that students acquire a basic knowledge and skills in the humanities, social sciences and natural science. | 3.82 | 3.60 |
| | 7. Encourage the recognition of faculty, staff, and students who achieve academic excellence. | 3.79 | 3.58 |
| | 8. Promote faculty seminars and student-faculty exchanges. | 3.73 | 3.70 |
| | 9. Help students acquire depth in at least one academic discipline. | 3.70 | 3.48 |
| | 10. Prepare students for advanced scholarly study. | 3.67 | 3.38 |
| | 11. Provide the faculty and staff with the opportunity to learn firsthand the experiences students will encounter when they transfer to other institutions. | 3.41 | 3.63 |
| XI. | PROVIDE SERVICES WHICH HELP STUDENTS TO IDENTIFY AND ACHIEVE PERSONAL GOALS AND TO ACHIEVE SELF-CONFIDENCE. | 4.09 | |
| 9 | 1. Provide meaningful educational experiences to all students. | 4.16 | 3.93 |
| | 2. Provide counseling in identifying personal goals. | 3.87 | 3.63 |
| | 3. Provide opportunities for individualized learning experiences. | 3.76 | 3.67 |
| | 4. Ensure growth experiences for all students. | 3.73 | 3.63 |
| | 5. Provide services to help students achieve deeper levels of self-understanding. | 3.63 | 3.52 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| XII. | ESTABLISH AND MAINTAIN AN ONGOING SYSTEM TO REEVALUATE COLLEGE GOALS AND PERFORMANCE IN RELATION TO EACH STATED GOAL. | 4.03 | |
| 14 | 1. Determine if the stated objectives are achieved. | 4.08 | 3.83 |
| | 2. Maintain fiscal responsibility in each unit of the College relative to its goals and objectives. | 4.07 | 3.70 |
| | 3. Secure input from all members of the Delta Community in the evaluation of the College goals. | 3.82 | 3.53 |
| | 4. Provide an opportunity for the community to provide input in evaluating the goals of the College. | 3.73 | 3.59 |
| | 5. Establish measurable objectives in each unit of the College relative to its appropriate goals. | 3.53 | 3.48 |
| XIII. | RECOGNIZE THAT LEARNING TAKES PLACE WITHIN THE LEARNER AND GRANT ACADEMIC CREDIT BASED ON ACHIEVEMENT REGARDLESS OF THE TEACHING/LEARNING STRUCTURE. | 3.69 | |
| | 1. Provide the opportunity for individuals to obtain a certificate or an associate degree in specific areas. | 3.92 | 3.49 |
| | 2. Provide opportunities for achievement of objectives and academic credit beyond the physical parameters of the College. | 3.77 | 3.74 |
| | 3. Participate with other institutions so that the learner may experience a variety of environments in the process of achieving his goal(s). | 3.62 | 3.71 |
| | 4. Provide opportunities to earn academic credit via teaching/learning methods that are not limited by time or distance. | 3.60 | 3.73 |
| | 5. Grant credit for prior learning which can be applied towards a program of study at Delta. | 3.52 | 3.73 |
| XIV. | PROVIDE A VARIETY OF LEARNING OPTIONS SUCH AS FLEXIBLE STARTING AND COMPLETION DATES, TIME OPTIONS, CLASS LENGTHS AND DELIVERY SYSTEMS. | 3.68 | |
| 5 | 1. Evaluate each option to make certain that it is educationally and economically sound. | 4.19 | 3.97 |
| | 2. Determine which types of options are most appealing to the Delta community. | 3.83 | 3.71 |
| | 3. Provide flexibility in scheduling to permit Delta to respond more rapidly to requests from the community. | 3.80 | 3.86 |
| | 4. Provide various types of delivery systems which meet individual differences. | 3.78 | 3.73 |
| | 5. Provide for enrolling students at various times of the year. | 3.53 | 3.69 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| XV. | PROVIDE A VARIETY OF STIMULATING INTELLECTUAL AND CULTURAL ACTIVITIES BOTH ON AND OFF CAMPUS. | 3.67 | |
| 1. | Provide an environment in which students and faculty can conveniently and comfortably interact. | 3.74 | 3.48 |
| 2. | Create a climate at the college that will foster leisure-time involvement in intellectual and cultural activities. | 3.44 | 3.54 |
| 3. | Encourage involvement in community-wide cultural offerings. | 3.37 | 3.33 |
| 4. | Establish and maintain a comprehensive program of cultural events. | 3.34 | 3.29 |
| XVI. | PROMOTE OPTIMUM LEVEL OF HEALTH AND PHYSICAL FITNESS FOR THE COMMUNITY. | 3.64 | |
| 1. | Promote optimum level of health among faculty, staff and students. | 3.78 | 3.82 |
| 2. | Establish and maintain a comprehensive program of recreational and physical fitness activities. | 3.65 | 3.40 |
| 3. | Sponsor health-related programs and activities for professionals and lay persons. | 3.51 | 3.53 |
| 4. | Offer a variety of intramural and club sport activities. | 3.44 | 3.41 |
| 5. | Offer a comprehensive formal program of intercollegiate athletics. | 2.75 | 2.86 |
| XVII. | ASSIST THE COMMUNITY IN UNDERSTANDING AND IMPROVING AMERICAN SOCIETY AND CULTURE. | 3.62 | |
| 1. | Respect the basic rights of citizenship of students and employees. | 4.20 | 3.41 |
| 2. | Provide opportunities for students to develop analytical tools to understand complex social and political problems. | 3.78 | 3.48 |
| 3. | Provide opportunities for students to learn about the process of social and political change. | 3.63 | 3.34 |
| 4. | Provide opportunities for students to critique American social and political institutions. | 3.53 | 3.21 |
| 5. | Bring to campus diverse social and political commentary from outside the community. | 3.40 | 3.34 |
| 6. | Provide opportunities for students to actively engage in political and social activities. | 3.32 | 3.27 |

| | | Average Importance | Average Priority |
|---|---|---|---|
| XVIII. | ACTIVELY PARTICIPATE WITH GOVERNMENT AGENCIES IN THE IDENTIFICATION OF NEEDS AND IN THE PROVISION OF PUBLIC SERVICES TO THE COMMUNITY. | 3.58 | |
| 1. | Consider local, state and national priorities in developing educational programs. | 3.85 | 3.51 |
| 2. | Cooperate in design, data collection and analysis of research to determine the needs of persons served by the College. | 3.65 | 3.47 |
| 3. | Assume a leadership role in planning and implementing programs designed to meet priority needs within the community. | 3.48 | 3.51 |
| 4. | Collaborate with local, regional and national planning boards to provide necessary services more efficiently. | 3.47 | 3.48 |
| 5. | Seek improved methods and approaches to enhance the quality of the learner's life. | 3.46 | 3.45 |
| 6. | Act as a regional center for programs of national scope. | 3.25 | 3.34 |
| 7. | Focus institutional resources on the solution of major social and environmental problems. | 3.22 | 3.34 |
| XIX. | PROVIDE OPPORTUNITIES FOR HEIGHTENING THE APPRECIATION AND PARTICIPATION IN A VARIETY OF THE VISUAL AND PERFORMING ARTS AND HUMANITIES. | 3.50 | |
| 1. | Provide a stimulating physical environment in which the landscape, architecture, interiors, furnishings, and art enhance the experience of being at a Delta College facility. | 3.56 | 3.54 |
| 2. | Offer a variety of informal exposures to the visual arts, performing arts and the humanities. | 3.51 | 3.28 |
| 3. | Provide a comprehensive formal program in both the arts and the humanities. | 3.44 | 3.23 |

DELTA COLLEGE
*Touching Your Life*

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